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Annual Report FISCAL YEAR 1992

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MONTANA COUNCIL ON VOCATIONAL EDUCATION



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April 28, 1993

The Honorable Marc Racicot
Governor of Montana
Executive Office, State Capitol
Helena, MT 59620

Dear Governor Racicot:

On behalf of the Montana Council on Vocational Education (MCVE), I am pleased to submit the Annual Report for fiscal year 1992. This report provides an overview of MCVE activities during the period, addresses critical issues relating to Montana's secondary vocational and postsecondary vocational technical education delivery systems, and includes recommendations for improving, enhancing, and extending vocational and technical education in Montana.

In addition to this report, MCVE compiles other reports which are mandated in accordance with Public Law 101-392 the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins Act). MCVE will compile the biennial evaluation report in accordance with the provisions of the Perkins Act regulations and guidelines, in 1993. Based on MCVE's involvement in the Montana State Plan for Vocational Technical Education development and coupled with assessment and evaluation, we feel Montana is making excellent progress in implementing the Perkins Act and meeting the expectations envisioned in the Act.

As indicated in this report, MCVE's mandated duties and functions extend beyond oversight and evaluation of the Perkins Act. MCVE identifies and addresses major concerns and issues impacting Montana's secondary and postsecondary vocational technical education delivery systems, assesses and analyzes the training needs of employers, and conducts public hearings, forums, conferences, etc.

We are hopeful this report will serve as a valuable resource to policy and decision-makers in an effort to strengthen, upgrade, and provide accessible and quality vocational technical education for all Montanans.

Sincerely,

A handwritten signature in cursive script that reads "Jon Jourdonnais".

Dr. Jon Jourdonnais
Chairman

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PREFACE

The primary goal of the Montana Council on Vocational Education (MCVE) is to assess, evaluate, and analyze the effectiveness of Montana's secondary and postsecondary vocational technical education delivery systems. In an effort to achieve this goal, the Council adopts a comprehensive program of work each year. The program of work includes a listing of mandated duties and functions in accordance with Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1992 (Perkins Act), a listing of activities to accomplish each mandate, designated timelines for completion, and periodic appraisal of the status of progress.

The major purpose of the Perkins Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills for all segments of the population. The intent of Congress is to achieve this goal by concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society. The Perkins Act includes the basic

format contained in previous legislation with all major provisions contained in five titles. However, the new legislation greatly expands the federal government's job-related education efforts. It emphasizes service to "special populations," including the poor, the handicapped, the economically disadvantaged, disabled single parents, foster children, those not properly served because of sex bias and those with limited English proficiency. Further, the Act eliminates many of the fiscal constraints found in the former Act, such as set asides, matching of program costs and excess costs for handicapped and disadvantaged.

MCVE compiled this report on the basis of information obtained from FY92 activities, which include:

- developing and presenting position papers on concerns vital to secondary and postsecondary vocational technical education;
- conducting an open forum on the strengths and weaknesses of the Perkins Act;
- conducting public hearings on relevant vocational education topics;

- meeting in conjunction with the Montana Vocational Student Organizations; and
- sponsoring Vocational Education Week with the Montana Vocational Association.

MCVE sincerely appreciates the valuable input provided by many Montanans from the public and private sector to identify major concerns, issues, and recommendations. Issues and recommendations contained in this report must be addressed by policy and decision-makers in order to maintain, improve, and extend Montana's secondary and postsecondary vocational technical education system.

MCVE welcomes your response to this report and your suggestions and input for the betterment of vocational technical education.

EXECUTIVE SUMMARY

The fiscal year 1992 Annual Report was compiled by the Montana Council on Vocational Education (MCVE) for the purpose of summarizing major council activities and projects; identifying and addressing major concerns, issues, and trends impacting Montana's secondary and postsecondary vocational technical education; and assessing the status of vocational education in Montana, including workforce needs. The report also includes recommendations addressing key issues in vocational and technical education.

A brief overview of the six sections of the report is provided below. For more complete information, refer to the pages identified.

MCVE RECOMMENDATIONS

(Pages 3 - 4)

1. Establish a task force to develop a comprehensive plan for school to work transition.
2. Conduct a study for more stable and equitable funding for secondary and postsecondary vocational technical education.
3. Develop a statewide initiative for promoting tech prep education.
4. Conduct a study to determine supply and demand requirements of vocational teachers.
5. Intensify efforts to promote Montana's vocational student organizations and activities.
6. Appoint persons with vast knowledge of workforce and employer training needs to State Boards of Education.
7. Establish a vocational education center for research, curriculum and personnel development.

VOCATIONAL EDUCATION ISSUES AND CONCERNs

(Page 5)

Twenty-four major issues or concerns were identified by MCVE which relate to the following categories:

- Tech Prep
- Funding
- Promotion of Vocational Technical Education
- Technical Assistance
- Coordination and Cooperation
- Planning and Modernizing

VOCATIONAL EDUCATION IN MONTANA

(Pages 6 - 8)

This section of the report addresses funding, enrollments, student access to programs, and special populations enrollments at the secondary and postsecondary levels. Some of the significant findings are:

- Reductions in funding for Montana's secondary vocational and postsecondary vocational technical education are having adverse impacts on maintaining current programs and services.
- Fiscal year 1992 enrollments for secondary and postsecondary vocational technical programs have increased over fiscal year 1991 levels.
- Information resulting from a council study indicate that special populations, except for limited English proficient and individuals in correctional institutions, were well served in vocational programs during fiscal year 1992.

VOCATIONAL EDUCATION TRENDS

(Pages 9 - 10)

This section identifies several major trends at the secondary or postsecondary vocational technical education levels. These include:

- Tech Prep Education
- Integration of Academic and Vocational Education
- Initiatives to Assess Workforce Readiness
- Core Standards and Skill Competencies
- Business/Industry/Labor/Education Partnerships
- Vocational Education Light-house Schools

MCVE predicts that youth apprenticeship programs will be a major trend of the future.

MEETING WORKFORCE DEMANDS

(Pages 11 - 12)

This section of the report provides a succinct overview of two conferences conducted by MCVE which address vocational education, job training, and other workforce and training programs in Montana. An overview of the MCVE 1992 Public Hearing on the topic "Employment Needs in Montana" is also provided.

MCVE FISCAL YEAR 1992 ACTIVITIES

(Pages 13 - 15)

This section provides detailed information regarding MCVE meetings, program of work, committee activities and reports. During fiscal year 1992, MCVE met in conjunction with the Future Farmers of America (FFA) and the Montana School Boards Association. In addition, the Council made on-site visits of the vocational training programs at the Montana State Prison and Women's Correctional Facility.

MCVE has compiled numerous studies, developed position papers and conducted public hearings. Copies of the publications, referenced in this Annual Report, are available upon request by contacting the MCVE Office: Montana Council on Vocational Education, Executive Management Building, 1228 - 11th Avenue, Helena, MT 59620 Phone: 406-444-2964.

MCVE RECOMMENDATIONS

The following recommendations were formulated by the Council utilizing information obtained from MCVE studies, reports, evaluations, public hearings, conferences, seminars, and discussions with vocational educators and leaders from business, industry, and labor. The Council feels these recommendations are fundamental and essential and must be addressed to insure improvement of secondary vocational and postsecondary vocational technical education in Montana. In addition to addressing these recommendations, the Council recommends that the Office of Public Instruction and Office of the Commissioner of Higher Education review and address the vocational issues and concerns enumerated on page 5 of this report.

Council Recommendations

Recommendation #1:

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education, Office of Public Instruction, and respective Boards of Education establish a task force to develop a comprehensive plan for school-to-work transition for Montana.

Rationale: Montana is among many states that has no well-defined plan for school-to-work transition. National studies indicate that nearly 3 out of 10 students beginning first grade will not graduate from high school. However, these students will account for more than one-third of our front line workforce. Further, 70% of the jobs in America will not require a college education by the year 2000. The school-to-work transition plan should address but not be limited to the following:

- a. identifying policies, standards, course requirements or restrictions which result in road blocks or barriers to school-to-work transition;
- b. developing a comprehensive program of career education and implementing individual career plans;
- c. developing applied academics programs;
- d. identifying quality vocational education programs;
- e. developing advanced placement programs;
- f. implementing comprehensive remedial programs; and
- g. developing articulation between secondary and postsecondary vocational technical education (i.e. tech prep and youth apprenticeship).

Recommendation #2:

The Montana Council on Vocational Education recommends that appropriate Legislative Interim Committees, in cooperation with the Governor's Office of Budget and Program Planning, Legislative Fiscal Analyst, Office of the Commissioner of Higher Education, and Office of Public Instruction, conduct a study and formulate a plan for financing secondary vocational and postsecondary vocational technical education, for consideration and action by the Legislature.

Rationale: Surveys and public hearings conducted by the Council reveal that secondary and postsecondary vocational technical educators are deeply concerned by funding reductions at the state and/or local levels. Respondents indicate the quality of programs are adversely affected and the availability of resources inhibits efforts to serve all students desiring admission to various programs.

Recommendation #3:

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education, Office of Public Instruction, and respective Boards of Education formulate an initiative which makes tech prep a major focus of educational reform. The plan should include establishing a task force/steering committee to plan, promote, implement, and guide the tech prep reform initiative.

Rationale: The Council recognizes that tech prep can serve a large segment of the student population by better preparing them for further education and successful entry into the workplace. The taskforce/steering committee should focus on:

- a. goals and objectives of tech prep in Montana;
- b. promotion and marketing of tech prep;
- c. effective implementation strategies;
- d. secondary/postsecondary coordination;
- e. articulation and cross credit issues;
- f. impact of accreditation standards, and graduation and college requirements on tech prep;
- g. regional occupational needs and how tech prep can be implemented to meet those needs;
- h. career paths and clusters appropriate for Montana;
- i. access and assessment issues; and
- j. involvement of and coordination with workforce training delivery system and business and industry.

Recommendation #4:

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education and Office of Public Instruction conduct a study to determine whether an adequate supply of well-trained and certified vocational teachers will be available to meet future employment needs. These agencies should inform respective Boards of Education, policy-makers and other appropriate agencies and groups of their findings and recommendations.

Rationale: Based on the Council's review, some vocational teacher training programs have been eliminated, a reduced number of students enroll in vocational teacher training programs, and an increasing number of students completing training programs obtain employment in other fields. In addition, a considerable number of vocational teachers are reaching retirement age.

Recommendation #5:

The Montana Council on Vocational Education recommends that the Office of Public Instruction and Office of the Commissioner of Higher Education intensify efforts to promote Montana's Vocational Student Organizations (VSO's) and activities.

Rationale: The Council strongly supports the concept that VSO activities are in the "curricular" domain and greatly enhance vocational training at the secondary and postsecondary levels. Reductions in funding will necessitate closer examination of vocational education delivery systems. It is therefore imperative that the value of vocational student organizations

and the contribution these are making to the vocational training programs be recognized and promoted.

Recommendation #6:

The Montana Council on Vocational Education recommends that the Governor consider appointing a member to the Board of Regents and Board of Public Education who has vast knowledge of industry, workforce and training needs.

Rationale: The Council recognizes that major forces in our economy, technology, government, and society are changing the environment in which vocational education must serve future workforce needs. These critical and complex issues, i.e. major trends impacting educational and training requirements, closer involvement and working relationships between educators and employers, the role of vocational education in economic development, and a changing technology, necessitate increased understanding and knowledge of workforce demands and training needs.

Recommendation #7:

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education and Office of Public Instruction seek funding and provide support for establishing a Center for Research, Curriculum, and Personnel Development for Vocational Technical Education in Montana.

Rationale: The Council strongly supports establishment of a center in Montana to provide valuable services to appropriate state agencies, boards, commissions, councils, and to vocational educators throughout the state.

The Center would perform vital functions i.e. conducting and analyzing research for curricular and professional development, conducting follow-up studies of graduates, assessing employer needs, documenting whether current training meets employer needs, assisting secondary schools and postsecondary institutions with program planning and implementation, and providing technical assistance and professional development on various topics. In addition, the Center could serve to collect and disseminate data, assess statewide needs, and serve in many other capacities.

VOCATIONAL EDUCATION ISSUES AND CONCERNS —

The Montana Council on Vocational Education utilized a variety of activities to identify the major concerns and issues relating to Montana's secondary and postsecondary vocational technical education systems, including a survey of state agency administrators, vocational educators, employers, and others. Some of the major concerns or issues identified are:

Tech Prep

- Seek adoption of an initiative through appropriate channels which will make tech prep a major focus of educational reform.
- Establish a task force/steering committee to plan, promote, implement, and guide the Tech Prep Education Reform Initiative.
- Disseminate information regarding the status and success of the four Montana Perkins-funded tech prep projects.
- Seek funding from appropriate sources for the advancement and implementation of tech prep in Montana.
- Seek support from educators to incorporate applied academics and integration of academics into undergraduate and graduate courses.

Funding

- Establish a stable and equitable funding system to maintain, upgrade, and modernize secondary and postsecondary vocational technical education.
- Provide continued support and adequate financial resources for a Center for Research, Curriculum and Professional Development in Montana.

Promotion of Vocational Technical Education

- Intensify efforts at the state and local level for promoting vocational student organizations.
- Promote funding and implementation of comprehensive career guidance and counseling programs, in accordance with the National Career Development Guidelines.
- Ensure that vocational education is adequately represented on the Boards of Public Education and Regents.

Technical Assistance

- Provide adequate vocational education staffing in the Office of Public Instruction (OPI) and Office of the Commissioner of Higher Education (OCHE).
- Establish a telecommunications network for professional development and instructional purposes.
- Establish a comprehensive data collection and reporting system for Montana's secondary and postsecondary vocational technical education delivery systems.

Coordination and Cooperation

- Provide greater emphasis on integration and mutual reinforcement of academic and vocational competencies and technology.
- Develop greater flexibility in the accreditation process which would provide for cross-credit, equivalency-credit and applied vocational education courses.
- Promote continued development of partnerships between secondary and postsecondary vocational technical education and the private sector for purposes of developing

curriculum and training programs commensurate with employer needs.

- Promote increased cooperation, coordination and planning between Montana's secondary and postsecondary vocational technical education.
- Promote closer cooperation and coordination between vocational education, JTPA, and other delivery systems.

Planning and Modernizing

- Encourage and promote all vocational education program areas to modernize programs by utilizing the exemplary curriculum model developed by the Montana Leadership Council for Agricultural Education.
- Initiate an organized and focused effort to inform decision makers relative to the importance and value of changing the name of Montana's Vocational Technical Centers.
- Conduct a study of secondary schools and postsecondary vocational technical education institutions and vocational teacher training institutions to determine supply and demand.
- Convert 2-year certificate programs in Montana's vocational technical centers to Associate of Applied Science degrees, whenever possible.
- Develop a comprehensive short-and long-range master plan for Montana's secondary and postsecondary vocational technical education.
- Review, study, and implement the competencies, foundation skills, and personal qualities for job performance as identified in the Secretary of Labor's Commission on Achieving Necessary Skills Report (SCANS).

These concerns and issues are a partial listing.

VOCATIONAL TECHNICAL EDUCATION IN MONTANA —

A. FUNDING

1. Montana Expenditures for Secondary Vocational Education Funding

In 1981, the Montana Legislature, by passage of House Bill 618, provided funding for Montana's secondary vocational education programs.¹ These funds were used to pay a portion of those costs that exceeded the cost of typical classrooms and were used for the following categories: major equipment, minor equipment, equipment repairs, supplies, vocational student organization advisory stipends, extended contracts, and instructional travel. State funds, plus expenditures at the local level were beneficial to local educational agencies in meeting "match" requirements and contributed significantly in meeting Montana's goals for the planning period. The 1987 Legislature eliminated funding for secondary vocational education for the 1988-89 biennium, however, secondary vocational education was funded for the 1990-91 and the 1992-93 bienniums at \$1,800,000. The 1992 Special Session of the Legislature resulted in reducing this secondary vocational allocation by 8% for the 1992-93 biennium.

Expenditure for Secondary Vocational Education - 1992

Cost	<u>²Total Expend</u>	<u>¹State Supported</u>
Agriculture	\$2,718,669	\$228,140
Business	6,996,313	229,814
Marketing	554,276	18,329
Health Occupations	20,426	2,392
Industrial Arts	4,135,177	133,366
Home Economics	4,063,084	98,920
Trade & Ind Ed	<u>2,855,691</u>	<u>133,191</u>
TOTALS	\$21,343,637	\$844,152

¹Refer to footnote in A.1. above.

²Includes state and local funding.

SOURCE: OPI

2. Montana Expenditures for Postsecondary Vocational Technical Education Funding

Prior to fiscal 1988, the state provided approximately 80 percent of total funding for the vocational-technical centers, with the districts providing the remainder with local voted mill levy and in-kind services. In fiscal year 1988, governance of the centers was transferred to the Board of Regents, however, the statutes allowed

continuance of the local voted mill levy and in-kind services through fiscal 1989. In fiscal 1990, total costs of operating the centers became the responsibility of the state, and the 1989 legislature adopted an incremental budget for the 1991 biennium to cover all the costs that became the state's responsibility. The current unrestricted operating funds for fiscal year 1992 for the vocational technical centers was \$11,758,171. (Includes revenue from general fund, tuition and fees, mandatory levy and other.)

SOURCE: OCHE

3. Distribution of Carl D. Perkins Vocational Education Funds

In accordance with provisions of the Perkins Act, state councils are given the responsibility of analyzing the distribution of federal funds allocated for vocational education. The following indicates the distribution of federal funds for 1991 and 1992 by educational level:

	<u>FY 1991</u>	<u>%FY 91</u>	<u>FY1992</u>	<u>%FY92</u>
Secondary	\$2,455,623	56%	\$2,858,368	63%
Postsecondary	<u>1,960,593</u>	<u>44%</u>	<u>1,689,438</u>	<u>37%</u>
Total	\$4,416,216	100%	\$4,547,806	100%

SOURCE: OCHE

B. ENROLLMENTS

MCVE conducted a study of enrollments in vocational education from 1983-1990, titled, "Vocational Education Trends in Montana." Results of the study indicated secondary and postsecondary vocational enrollments were declining at both the secondary and post-secondary levels in Montana and nationwide. The reasons cited at the secondary level for this decline included increases in high school graduation and college entrance requirements and a decline in the number of high school-aged students. It was felt the deficit of students enrolled in secondary vocational education reflected the lower enrollments at the post-secondary level. Recommendations from the study for increasing vocational enrollments were: 1. Establish ties with business and labor. 2. Strengthen the academic content of vocational courses. 3. Influence changes in graduation and college entrance requirements. 4. Establish a career path for each individual. 5. Consider promoting new vocational content areas. 6. Incorporate technology into the classroom. 7. Recognize achievements of students and graduates.

1. Secondary Vocational Education

The State Board of Regents contracts with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services, and activities.

Montana's secondary vocational education programs include Agriculture, Business, Home Economics, Marketing, Industrial Arts/Technology Education, Trade and Industrial Education, and Health Education. The following secondary vocational education enrollment data was received from the Office of Public Instruction for fiscal years 1991 and 1992. It would appear from the one-year percent change the enrollments for secondary vocational education in Montana has stabilized and in some program areas, enrollment is increasing.

Program	1990-91	1991-92	% Change 1 - Year
Agriculture	3,075	3,048	(.88)
Business	6,930	7,557	9.04
Home Economics	7,346	7,632	3.89
Marketing	1,261	1,078	(14.51)
Industrial Arts/ Technology Ed	5,650	5,831	3.20
Trade & Industrial Education	4,099	4,512	10.08
Health Occupations	79	56	(29.12)
TOTAL	28,440	29,714	4.48

SOURCE: Enrollment data from OPI.

2. Postsecondary Vocational Technical Education

Montana's postsecondary vocational technical education is governed by the Board of Regents and administered by the Commissioner of Higher Education to provide Montanans with technical training opportunities. Vo-tech centers also offer short-term classes and training for the community and for business and industry. Institutions offering vocational technical education programs leading to less than the baccalaureate degree level are: Vocational technical centers located at: Billings, Butte, Great Falls, Helena, and Missoula; and community colleges located at: Glendive; Kalispell; and Miles City. Programs in vocational technical education are also offered at Northern Montana College, Havre, and Western Montana College of the University of Montana, at Dillon.

Enrollments at the vocational technical centers for fiscal years 1989 through 1992 are listed below, along with the one-year percent change for 1991-92.

	FY89	FY90	FY91	FY92	1-year % Change
Billings VTC	450	426	397	420	5.79
Butte VTC	474	375	311	305	(1.93)
Great Falls VTC	617	591	557	556	(0.18)
Helena VTC	601	518	511	530	3.72
Missoula VTC	567	525	541	520	(3.88)
TOTAL	2,709	2,435	2,317	2,331	0.60

SOURCE: Enrollment data from OCHE.

C. ACCESS

MCVE initiated a contract to review and study services to special populations assisted under Title II, Part C, of the Perkins Act. The term "special populations" includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

The extent to which special populations are provided with equal access to quality vocational education focused on two areas, (1) a self-assessment on service to these groups, and (2) planned and actual service to these groups.

Secondary Programs:

The 496 persons completing a secondary self-assessment rated encouragement for special populations to participate, access to facilities, identification and provision of special needs as average to excellent.

The following table indicates planned and actual services to the special populations in the secondary vocational programs:

Category:	*Planned Service**	Actual Service
Disadvantaged	8,289	3,510
Limited English Proficient	1,489	494
Handicapped	2,917	1,156
Male	20,687	4,225
Female	17,503	3,459
Criminal Offender	285	35

* Planned service based on 1990-91 total vocational education enrollment of 38,190.
** Actual service based on 1991-92 Perkins-funded project enrollment of 7,684
SOURCE: MCVE 1993 Study.

Postsecondary Programs

Responses from the 146 self-assessments indicate that postsecondary programs show a weakness in their ability to serve two populations, limited English proficient, and individuals in correctional institutions.

Category:	*Planned Service	**Actual Service
Disadvantaged	3,195	2,696
Limited English Proficient	463	182
Handicapped	293	394
Male	1,702	1,247
Female	3,019	1,857
Criminal Offender	48	4

* Planned service based on 1990-91 total vocational education enrollment of 4,721.

** Actual service based on 1991-92 Perkins-funded project enrollment of 6,571.

SOURCE: MCVE 1993 Study.

NOTE: In both tables, students meet the definition of one category, male or female, and quite often two or more categories, i.e. a person may be counted both as male and disadvantaged. Also, in the postsecondary table, a number of institutions under-reported or reported no enrollments under gender equity, male/female, thus these two categories are under-reported.

Other sections of the report compare the total numbers of special populations served in each category to the prior year; the degree to which the needs assessments of all approved vocational education programs correlate to the weakest vocational education program areas and serves the highest number of special populations; the extent to which the identified vocational education programs to be served correlate with budgeted and actual expenditures; the supplementary services provided to special populations in accordance with the Perkins Act; and recommendations concerning policies the State should pursue to strengthen vocational education opportunities for special population students.

Copies of this report are available from the MCVE office.

VOCATIONAL EDUCATION TRENDS

A. THE EDUCATIONAL REFORM MOVEMENT

The educational reform movement of the 80's focused primarily on academic preparation and on college-bound students. During this period secondary schools required more academic preparation and college admission standards were established. As a result, enrollments in secondary and postsecondary vocational technical education declined, as evidenced by a study conducted by the Council in 1990 titled "Vocational Enrollment Trends in Montana 1983-1990."

Although there continues to be strong support from educators and employers for academic preparation and competency, there is concern that curricular offerings and the educational programs meet the needs of all students, not just the college-bound. There is growing evidence that the early efforts of educational reforms has created an educational system which serves the college-bound but ignores 60-70 percent of high school students who will not likely complete a baccalaureate degree.

In addition to educational reform, there is strong support for change in workforce training programs. For example, the report titled "America's Choice: High Skills or Low Wages," released by the National Commission on the Skills of the American Workforce, recommends the development of tech prep and youth apprenticeship program's in our high schools in order to meet the academic and skill demands of the global economy. There are also efforts at the state and national levels to restructure the education and training systems to effectively prepare current and future workers. These restructuring efforts, which have taken place in many states, are directed toward transforming fragmented and specific programs into a flexible, high-quality lifelong learning system.

B. VOCATIONAL EDUCATION OPTIONS

Many states and communities are developing programs which provide challenging academics and a strong vocational education component. Some of the major options include:

1. Tech Prep

Tech prep is one of the fastest growing and commonly accepted curricular innovations in the United States today. Tech prep combines academic studies with job-related learning within a plan that engages a high school student into a four year (2 + 2) or six year (4 + 2) plan to gain the competencies, knowledge, skill, and values required for vocational and technical careers. Montana currently has four tech prep programs funded through the Perkins Act. Some of the essential elements include applied academics/experiential learning, integration of academic and vocational education, articulation, and partnerships between education, business, labor, and industry.

2. Integration of Academic and Vocational Education

The concept of integrating academic and vocational education has universal support among education, business, industry, and labor leaders. In addition, there is growing support by numerous authorities associated with the reauthorization of vocational and job training legislation. This approach signals a major challenge to educators in the academic and vocational areas.

3. Business/Industry/Labor/Education Partnerships

Several states have recognized that cooperation and coordination between education,

business, labor, and industry is essential to ensure relevant training programs. Partnerships result in developing confidence and competence between the employer and the worker and reinforces and enhances the training or retraining effort.

4. Vocational Education Lighthouse Schools

The Lighthouse School is designed to serve as a model vocational education program for secondary schools and postsecondary vocational technical education institutions. Some of the basic components of these schools include:

- providing students with basic and higher order skills and developing the student's problem-solving abilities in a vocational setting;
- involvement of local employers and community members in the planning, development, and implementation of programs;
- inclusion of a comprehensive career guidance and counseling program; and
- providing programs of exceptional quality to serve disadvantaged and minority students.

C. NEW DIRECTIONS

1. Initiatives to Assess Workforce Readiness

There are a number of initiatives currently in progress which focus on Goal 5 of the National Education Goals developed in 1989 by the National Governors and the President. This goal states that every adult American will be literate and possess the

skills necessary to compete in a world economy. Involved in the effort is the National Career Goals Panel and Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Many other agencies and groups are also involved.

2. Core Standards and Skill Competencies

Several states are involved in developing examinations or assessments to determine the student's level of mastery of employment skills. In particular, an assessment and certification system is being developed for vocational education programs in California high schools, regional occupational programs/centers and adult education.

3. School to Work Transition

There is a growing trend among educational reformers and government leaders to seek initiatives to insure that students obtain the knowledge and skill to assure a world class workforce that can compete in a global economy. These initiatives are an umbrella approach involving college prep, tech prep, and apprenticeship programs.

MEETING WORKFORCE DEMANDS

A. PREPARING FOR THE NEXT MILLENNIUM

In preparation for vocational education planning for the nineties, MCVE co-sponsored a conference, "Preparing for the Next Millennium," in September of 1988. This conference reinforced MCVE's awareness of the importance of highly educated, multi-skilled individuals as a key to our economic future, particularly in meeting the challenge of international competition.

B. A QUALITY WORKFORCE

The Council conducted a conference, "A Quality Workforce -- the Key to Economic Development" in 1990. This one-day conference addressed Montana's economy, Montana's workforce, and the role of vocational education and other job training delivery systems in economic development. In all the presentations, from addressing Montana's economy to the workforce trends, to training the workforce, the common theme heard was the need for **coordination and communication** between the "players." It was pointed out that significant progress in this direction has been made between vocational education, higher education, tribal colleges, JTPA and other job training delivery systems. The "players" from business/labor/education cited the following regarding Montana's economy and workforce:

- There is a century-long trend away from a natural resource-based economy to a service-based economy.
- Montana's recent economic history shows a 15 percent decrease in income in the "basic" industries and a 15 percent increase in income in the "derivative" industries . . .

- The state's economy, although natural resource-based, is no longer natural resource-dependent, and is becoming increasingly diversified.
- Montana workers make up the most literate and most productive workforce in America, and can be competitive in the global economy.
- Montana needs a plan that deals with public and private infrastructure -- a plan that will keep Montana from exporting our commodities . . . our kids . . . our money.
- Workers need to be well trained in order to keep abreast of the technological demands of the workplace.
- Ensure that all Montana workers are well-trained for the job market.
- High quality vocational education and job training programs must be maintained.
- The business community must become more involved in the education process to ensure that future workers have the skills needed by employers.
- Although Montana is known for a well-educated work force, higher education levels will be required in the future, and a comprehensive approach to job training is lacking.
- High schools, junior colleges and vocational technical programs work together to coordinate their education efforts.
- Workers must possess and effectively demonstrate basic skills and competitiveness.
- Vocational education must design and conduct state-of-the-art programs and stay current with business and industry.
- Cooperative teamwork and a coordinated over-all manpower planning effort is most important.
- The majority of new jobs by the year 2000 will be in the service area - by the end of this decade, 83% of all jobs will not require a four year college education.
- Utilize telecommunications and distance learning technologies and allow flexibility in budgeting, particularly in vo-tech centers.
- Continuing education and retraining programs could be offered at worksites.
- Vocational education should train potential employees with basic skills and competencies.
- There are economic and financial benefits for educating school dropouts and the incarcerated.

C. EMPLOYMENT NEEDS IN MONTANA

How are the vocational education and job training delivery systems responding to train the quality workforce needed in Montana? To gain further insight into this, MCVE conducted a public hearing in 1992 to receive specific suggestions and recommendations to more effectively train future employees with the competencies and skills necessary to meet Montana's employment needs. The hearing, titled **Employment Needs in Montana**, was held in conjunction with the State FFA Leadership Conference, April 10, 1992 at Montana State University, Bozeman.

Those testifying were: Darla Joyner, Executive Vice President, Bozeman Chamber of Commerce; Duane Burkenpas, Co-Owner/Manager, Gallatin Equipment Company, Bozeman; Clair Daines, President, Clair W. Daines, Inc., Bozeman; Dr. Ralph Brigham, Director of Career Services, Montana State University, Bozeman; Mike Stevenson, National FFA Secretary, Hobson; Bob Nelson, MVA President, Big Sandy; and Wayne Gilman, Ag Instructor, Beaverhead County High School, Dillon.

The sixteen attributes, listed in a survey distributed by the Montana State University Career Services, most frequently mentioned by the nation's top corporate recruiters as necessary for potential employees are:

- Ability to communicate;
- Intelligence;
- Confidence;
- Willingness to accept responsibility;
- Initiative;
- Leadership;
- Energy level;
- Imagination;
- Flexibility;
- Interpersonal skills;
- Self-knowledge;
- Ability to handle conflict;
- Goal achievement;
- Competitiveness;
- Vocational skills; and
- Direction

Hearing participants identified the following additional attributes:

- Computer skills;
- Keyboarding skills;
- Ability to accomplish tasks;
- Customer relations skills;
- Personal honesty;
- Hard workers;
- Problem-solving ability;
- Basic Business Procedures;
- Management skills; and,
- Decision-making skills

Participants stated that the potential for Montana's human resource capability is tremendous! While the vocational education and job training delivery systems are doing an excellent job of meeting the needs, there were some suggestions for improvement. Presenters suggested more internship programs be initiated and students should have the opportunity for more hands-on education. Some skills which new employees lack are: writing, oral communication, public speaking ability, interpersonal competency, mathematical and problem solving, leadership and decision-making; and work-ethics.

Publications referenced in this section are available from the Council office.

MCVE FISCAL YEAR 1992 ACTIVITIES

A. MEETINGS

Five regular meetings of the full council were conducted in fiscal year 1992 (June 30, 1991 - July 1, 1992) and the Executive Committee met three times. Standing Committee meetings were typically scheduled in conjunction with the council meeting, but occasionally it was necessary to schedule the Committee meetings separately. In addition, representatives from the staff and membership attended and made presentations as necessary, at regular meetings of the Montana Vocational Association Board; Board of Regents; Board of Public Education; the Montana School Board Association Board of Directors; Job Training Partnership Act Retreat; vocational student organization conferences; and relevant hearings, conferences, and workshops. It was necessary for the members to give generously of their time, and they are to be commended.

Council meetings were scheduled at different locations and in conjunction with other vocational education activities to provide an opportunity for MCVE to hear from educators, students and business leaders around the State. It also provided the opportunity to view firsthand some vocational facilities and programs to better understand and report on the progress and needs of vocational technical education in Montana. Each meeting solicited public participation and provided an opportunity for an update of agency activities and focused on at least one objective, in addition to the ongoing program of work.

Following is a list of the full State Council meetings and their locations, as well as key topics discussed and sites visited.

September 13, 1991 - Helena

Dr. Wayne Buchanan, Executive Secretary, Board of Public Educa-

tion, addressed the Council regarding school accreditation standards and other issues of interest.

October 17-18, 1991 - Butte

Met in conjunction with and participated in the Montana Vocational Association Conference, in Butte. Heard comments from Paul Cole, Vice President of the American Federation of Teachers, and Tom Lopp, Region V Director of the American Vocational Association.

The Council conducted an Open Forum on the Perkins Amendments and comments received were used in formulating council comments to the U.S. Department of Education on the proposed Perkins Act regulations.

February 7, 1992 - Helena

Received comments from Robert Anderson, Executive Director, Montana School Boards Association on issues relevant to the Board and education in general.

Commissioner Mike Micone, and Robert Andersen, Administrator, Research, Safety, and Training Division, Department of Labor and Industry, addressed the Council on issues pertaining to Job Training Partnership Act activities, and related legislation.

March 5-6, 1992 - Deer Lodge

Met with Warden Jack McCormick, Dave Watkins, Industrial Training Manager, and other staff members of the Montana State Prison, and Jack Hinkle, Deer Lodge community and civic leader and Concentrated Employment Program - Private Industry Council member.

Toured the Montana State Prison and the Women's Correctional facilities and vocational programs.

April 9-10, 1992 - Bozeman

Met in conjunction with the Future Farmers of America (FFA) Conference. Leonard Lombardi, State Advisor for FFA and Mike

Stevenson, National FFA Secretary (from Hobson, Montana) addressed the Council.

The Council conducted its 1992 Public Hearing to receive public comment on the status of vocational education in Montana and, specifically, the status of "Employment Needs in Montana."

Met with the Vocational Agriculture Instructors and received a report on the findings of the Montana Leadership Council for Agricultural Education. MCVE cited this project as a model for all disciplines to follow. The instructors provided comments and concerns regarding vocational education funding and the Perkins Act.

Toured the Montana State University Agriculture and Technology Education Department and Plant Growth Center.

B. MCVE COMMITTEES

The Montana Council on Vocational Education established the following three standing committees for the purpose of carrying out the Perkins Act specified mandates: Evaluation and Employment Committee, Coordination and Communication Committee, and Policy and Planning Committee. In addition, the MCVE Ad Hoc Committee, appointed in 1991, continued its efforts for vocational education opportunities. Following is a list of committee activities for fiscal year 1992:

- 1. Evaluation and Employment Committee:**
 - a. Vocational Education Enrollment Trends Study completed and distributed.
 - b. The following contracts were initiated:
 - A Study of Perkins Funded Programs at the Secondary and Postsecondary Levels to Determine Services to Special Population Students
 - Study of Tech-Prep Education

- Study to Determine Initiatives and Methods the Private Sector Could Undertake to Assist in the Modernization of Secondary and Postsecondary Vocational Education Programs.
- Study to Determine the Adequacy and Effectiveness for Achieving the Purpose of the Perkins Act and the Job Training Partnership Act.
- c. Reviewed the criteria used to evaluate visits of Perkins Act projects.
- d. Assessment of on-site corrections vocational education programs at the Montana State Prison and Women's Correctional Facility.
- e. Reviewed and commented on the federal regulations for implementation of the Perkins Act.

2. Policy and Planning Committee:

- a. Participated in the development of State Plan and tracking of the Perkins Act reauthorization and other pertinent state and federal legislation.
- b. Council Policy and by-law review and revisions.
- c. Developed MCVE personnel position descriptions and classification.
- d. Position papers developed on:
 - Statewide 2-mill levy for post-secondary vo-ed.
 - Vocational Technical Center Name Change.

3. Coordination and Communication Committee:

- a. Open Forum conducted to receive comments on Perkins Amendments.
- b. Coordinated MCVE participation at a joint meeting with the Wyoming State Council on Vocational Education.

- c. Participated in the National Association of State Councils on Vocational Education Awards Program.
- d. Participated in the proclamation of Vocational Education Week ceremonies and activities.
- e. Conducted a Public Hearing titled "Employment Needs in Montana."
- f. Distributed American Careers Magazine to all 12th graders in the fall of 1992.

4. Ad Hoc Committee on Vocational Education Opportunities

The MCVE Ad Hoc Committee concentrated its efforts to enhance the opportunity of offering vocational education courses for academic credit. A report, "Response to the Board of Public Education Regarding Vocational Education Opportunities in Montana Secondary Schools," was presented to the Board of Public Education and to the Montana School Board's Association Board of Directors.

During fiscal year 1992, the Ad Hoc Committee continued its analysis of vocational education opportunities and developed a follow-up report which focuses on unit graduation and program requirements.

C. MCVE ACTIVITIES/REPORTS

1. Corrections Education Programs Review

The Montana Council on Vocational Education is required to analyze and review corrections education programs in accordance with Section 112 (d)9 of the Perkins Act. Section 225 of the Amendments titled Programs for Criminal Offenders states that "Each State board shall designate one or more state corrections agencies as state corrections educational agencies to administer vocational education programs

assisted under the Act for juvenile and adult criminal offenders in correctional institutions in the state including correction institutions operated by local authorities." In Montana, two state correction education agencies are designated: The Department of Institutions and the Department of Family Services. Both agencies are given the opportunity to submit an annual plan for corrections education to secure one percent of the basic grant funds to fund vocational education activities that meet the requirements of Section 225 of P.L. 101-392. Each one-year plan is evaluated in accordance with criteria on the rating form included with the request for proposal (RFP). The state Board reserves the right to fund either complete plans or portions of plans in order to best meet the intent of the federal Act in the use of these funds.

The Council's 1992 Program of Work included a review of the vocational training facilities and programs at Montana State Prison and Women's Correctional Facility. The Council is hopeful that visits to other correctional institutions will be possible.

The Council learned the Montana State Prison is actually organized into three prisons in one location. The areas of training are clerical, custodial, and food service preparation. The high security compound provides business skills consisting of ten common courses required by the office occupations programs which are offered in Montana's vocational technical centers. The intent is to work toward articulation agreements that will allow credit transfer to the vocational technical centers.

Construction plans for additional space are projected for completion in 1995. Planned vocational offerings include electrical, digital, electronics, hydraulics, pneumatics, computer aided design, food service

preparation, and custodial. The low security compound presently offers horticulture, meat cutting, auto mechanics, heavy equipment mechanics, farm mechanics, and support course work in welding, machine shop, and drafting. Construction plans include an area for auto body and paint. In July 1992, a pilot program in apprenticeship training was implemented in three areas.

The Women's Correctional Center offers vocational training. A new Women's Correctional Facility, includes plans to expand the business skills and sewing programs with major focus on vocational training in non-traditional areas.

The focus of vocational education in the Montana Correctional System has been to provide training for inmates to enable job placement upon discharge or parole and also training for internal job placement.

2. Local Advisory Councils Supported

The Montana Council on Vocational Education provides support and assistance to Local Advisory Councils for Vocational Education. To assist in this effort, the Council has developed two publications and a video. First, a Leadership Guide was compiled to assist vocational instructors and administrators to involve local advisory councils in the process of improving the quality of vocational technical programs. The handbook is designed to help instructors prepare for council meetings and suggests specific response mechanisms from council members. Also, a guide was compiled to provide information to some of the major questions members may have concerning their role, function, and responsibilities. The Leadership Guide and Member Guide comple-

ment the Local Advisory Council video. Both guides and the video are available from the Council Office.

3. JTPA Coordination

MCVE is required to (1) evaluate at least once every two years the vocational education delivery system under the Perkins Act and the job training program delivery system under the Job Training Partnership Act (JTPA) in terms of their adequacy and effectiveness in achieving the purpose of each of the two Acts and (2) make recommendations to the state Board on the adequacy and effectiveness of coordination that takes place between vocational education and the JTPA.

MCVE has conducted an evaluation to assess, analyze, and report on these mandates. This report, completed in March, 1993, contains an over-view of the two delivery systems; coordination goals contained in the Montana State Plan for Vocational Education and the Governor's Goal Statements required under Section 121 of the JTPA; survey results of program operators, Private Industry Councils and vocational educators; and commendations and recommendations.

Two members of the Montana Council on Vocational Education serve on JTPA Councils. Senator Chuck Swysgood serves on the Montana Job Training Coordinating Council and Dr. Dennis Lerum serves on the Balance of State Private Industry Council. In addition, Council Executive Director, Jim Fitzpatrick, serves on the Concentrated Employment Program Private Industry Council.

4. Comment on Annual Evaluation Criteria

MCVE, pursuant to section 112(d)(4) of the Perkins Act, reviewed the Annual Evaluation

Format, Performance Review Forms, and the Project Evaluation Forms. In light of the complexity of the evaluation and performance review criteria contained in the Perkins Act, the Council submitted the following suggestions to the state Board for consideration:

1. Sole State Agent and Office of Public Instruction intensify efforts to simplify the evaluation process.
2. Sole State Agent and Office of Public Instruction closely monitor, comply with, and inform recipients of the decision reached by the U.S. Office of Education regarding which vocational education programs must be evaluated.
3. Sole State Agent and Office of Public Instruction should provide clarification to recipients in preparing the evaluations, in particular, information regarding what is considered adequate for assessing progress.
4. Sole State Agent and Office of Public Instruction provide recipients with a statement which clarifies the reporting of special populations enrollments as required for the Performance Review of Eligible Recipients for use of Section 231 funds and for other reporting instruments.
5. Sole State Agent and Office of Public Instruction provide guidelines and recommendations for verification of program review of special population students, to insure the individual's privacy is not violated, etc.
6. Evaluation and performance instruments and guidelines and instructions be included in the technical assistance manual.

MONTANA COUNCIL ON VOCATIONAL EDUCATION —

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) requires the Governor to appoint a Council composed of thirteen (13) individuals representing citizens and groups in the State interested in Vocational Education. The council membership as prescribed by the Perkins Act represents the following areas.

- Seven (7) representatives of the private sector, including:
 - Five (5) from business, industry, trade organizations and agriculture;
 - Two (2) from labor organizations
- Six (6) representatives from vocational education institutions, and postsecondary career guidance and counseling, special education and special populations.

DUTIES AND RESPONSIBILITIES

The Perkins Act requires the Council to:

- Advise on the development of the State Plan for Vocational Education.
- Recommend policies the State should pursue to strengthen vocational education, particularly for the handicapped.
- Recommend initiatives and methods the private sector could undertake to assist in modernization of vocational education programs.
- Analyze and report on distribution of funding for vocational education.
- Analyze and report on the availability of vocational education activities and services within the state.
- Consult on the establishment of evaluation criteria for vocational education programs.
- Recommend on the conduct of vocational education programs which emphasize the use of business concerns and labor organizations.
- Assess the distribution of federal assistance provided under the Carl D. Perkins Act with particular attention to the distribution of funds between secondary and postsecondary.
- Recommend procedures to ensure and enhance public participation in local programs, particularly the participation of local employers and labor organizations.
- Report the extent to which members of special populations have equal access to quality vocational programs.
- Analyze and review corrections education programs.
- Evaluate the extent vocational education, employment, and training programs represent a consistent, integrated, and coordinated approach to meeting the economic needs.
- Advise the Governor, State Board, State Job Training Coordinating Council, U.S. Secretary of Education, and U.S. Secretary of Labor concerning:
 - Evaluation of the vocational education delivery system in terms of adequacy and effectiveness in meeting the purposes of the Perkins Act.
 - Evaluation of job training program delivery system in terms of adequacy and effectiveness in meeting the

purpose of the Job Training Partnership Act.

- Recommend on the adequacy and effectiveness of the coordination between vocational education and JTPA.
- Conduct at least one public meeting to obtain the public's view of vocational education.
- Consult on the establishment of technical committees which are to develop model curriculum.

MONTANA COUNCIL ON VOCATIONAL EDUCATION

Membership 1992-93

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Col. Gordon Simmons Vice Chairman	Missoula	Small Business
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Jeff Dietz	Billings	Education
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